

**CONSOLIDATED STATE PERFORMANCE REPORT:
Parts I and II**

**for
STATE FORMULA GRANT PROGRAMS
under the
ELEMENTARY AND SECONDARY EDUCATION ACT
As amended by the
No Child Left Behind Act of 2001**

For reporting on
School Year 2005-2006



**PART I DUE DECEMBER 1, 2006
PART II DUE FEBRUARY 1, 2007**

**U.S. DEPARTMENT OF EDUCATION
WASHINGTON DC 20202**

INTRODUCTION

Sections 9302 and 9303 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB) provide to States the option of applying for and reporting on multiple ESEA programs through a single consolidated application and report. Although a central, practical purpose of the Consolidated State Application and Report is to reduce "red tape" and burden on States, the Consolidated State Application and Report are also intended to have the important purpose of encouraging the integration of State, local, and ESEA programs in comprehensive planning and service delivery and enhancing the likelihood that the State will coordinate planning and service delivery across multiple State and local programs. The combined goal of all educational agencies -- State, local, and federal -- is a more coherent, well-integrated educational plan that will result in improved teaching and learning.

The Consolidated State Application and Report includes the following ESEA programs:

- Title I, Part A – *Improving Basic Programs Operated by Local Educational Agencies.*
- Title I, Part B, Subpart 3 – *William F. Goodling Even Start Family Literacy Programs.*
- Title I, Part C – *Education of Migratory Children.*
- Title I, Part D – *Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk.*
- Title I, Part F – *Comprehensive School Reform.*
- Title II, Part A – *Improving Teacher Quality State Grants (Teacher and Principal Training and Recruiting Fund).*
- Title II, Part D – *Enhancing Education through Technology.*
- Title III, Part A – *English Language Acquisition, Language Enhancement, and Academic Achievement Act.*
- Title IV, Part A, Subpart 1 – *Safe and Drug-Free Schools and Communities State Grants.*
- Title IV, Part A, Subpart 2 – *Safe and Drug-Free Schools and Communities National Activities (Community Service Grant Program).*
- Title IV, Part B – *21st Century Community Learning Centers.*
- Title V, Part A – *Innovative Programs.*
- Title VI, Section 6111 – *Grants for State Assessments and Related Activities.*
- Title VI, Part B – *Rural Education Achievement Program.*

In addition to the programs cited above, the Title X, Part C - *Education for Homeless Children and Youths* program data will be incorporated in the CSPR for 2005-2006.

The NCLB Consolidated State Performance Report for the 2005-2006 school year consists of two information collections. Part I of this report is due to the Department by December 1, 2006 . Part II is due to the Department by February 1, 2007.

PART I

Part I of the Consolidated State Report, which States must submit to the Department by **December 1, 2006**, requests information related to the five ESEA Goals, established in the June 2002 Consolidated State Application, and information required for the Annual State Report to the Secretary, as described in section 1111(h)(4) of ESEA. The five ESEA Goals established in the June 2002 Consolidated State Application are as follows:

- **Performance goal 1:** By SY 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Performance goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Performance goal 3:** By SY 2005-06, all students will be taught by highly qualified teachers.
- **Performance goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- **Performance Goal 5:** All students will graduate from high school.

PART II

Part II of the Consolidated State Performance Report consists of information related to State activities and outcomes of specific ESEA programs for the 2005-2006 school year. Part II of the Consolidated State Performance Report is due to the Department by **February 1, 2007**. The information requested in Part II of the Consolidated State Performance Report for the 2005-2006 school year necessarily varies from program to program. However, for all programs, the specific information requested for this report meets the following criteria.

1. The information is needed for Department program performance plans or for other program needs.
2. The information is not available from another source, including program evaluations.
3. The information will provide valid evidence of program outcomes or results.
4. The Consolidated State Performance Report is the best vehicle for collection of the data.

The Department is continuing to work with the Performance-Based Data Management Initiative (PBDMI) to streamline data collections for the 2005-2006 school year and beyond.

GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the 2005-2006 school year must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **December 1, 2007**. Part II of the Report is due to the Department by **February 1, 2007**. Both Part I and Part II should reflect data from the 2005-2006 school year, unless otherwise noted.

The format states will use to submit the Consolidated State Performance Report has changed to an online submission. This online submission system is being developed through the Education Data Exchange Network (EDEN) and will make the submission process less burdensome. Please see the following section on transmittal instructions for more information on how to submit this year's Consolidated State Performance Report.

TRANSMITTAL INSTRUCTIONS

The Consolidated State Performance Report (CSPR) data will be collected online from the SEAs, using the EDEN web site. The EDEN web site will be modified to include a separate area (sub-domain) for CSPR data entry. This area will utilize EDEN formatting to the extent possible and the data will be entered in the order of the current CSPR forms. The data entry screens will include or provide access to all instructions and notes on the current CSPR forms; additionally, an effort will be made to design the screens to balance efficient data collection and reduction of visual clutter.

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "2005-06 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the 2005-2006 CSPR will be found on the main CSPR page of the EDEN web site (<https://EDEN.ED.GOV/EDENPortal/>).

According to the Paperwork Reduction Act of 1965, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0614. The time required to complete this information collection is estimated to average 111 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimates(s) contact School Support and Technology Programs, 400 Maryland Avenue, SW, Washington DC 20202-6140. Questions about the new electronic CSPR submission process, should be directed to the EDEN Partner Support Center at 1-877-HLP-EDEN (1-877-457-3336).

OMB Number: 1810-0614	
Expiration Date: 07/31/2007	
<p>Consolidated State Performance Report For State Formula Grant Programs under the Elementary And Secondary Education Act as amended by the No Child Left Behind Act of 2001</p>	
Check the one that indicates the report you are submitting:	
<input checked="" type="checkbox"/> Part I, 2005-2006	<input type="checkbox"/> Part II, 2005-2006
Name of State Educational Agency (SEA) Submitting This Report: PUERTO RICO DEPARTMENT OF EDUCATION	
Address: PO BOX 190759 SAN JUAN PR 00919	
Person to contact about this report:	
Name: MARIEMMA LOPEZ ROSARIO	
Telephone: 787-759-8910	
Fax: 787-751-6192	
e-mail: lopezrm@de.gobierno.pr	
Name of Authorizing State Official: (Print or Type): RAFAEL ARAGUNDE TORRES	
Signature	<u>Tuesday, February 27, 2007, 11:56:40 AM</u> Date

We are ammend the CSPR Part I to include the school improvement list to school year 2005-2006.

CONSOLIDATED STATE PERFORMANCE REPORT: PART I

For reporting on
School Year 2005-2006



PART I DUE DECEMBER 1, 2006

1.1 STANDARDS AND ASSESSMENT DEVELOPMENT

Section 1111(b)(1) of ESEA requires States to adopt challenging academic content and achievement standards in mathematics, reading/language arts, and science and to develop assessments in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(3) in the required grade levels. In the following sections, States are asked to provide a detailed description of their progress in meeting the NCLB standards and assessments requirements.

1.1.1 Please provide a detailed description of the State's progress in adopting challenging academic content standards in science that meet the requirements of section 1111(b)(1).

State Response

The Pruebas Puertorriqueñas de Aprovechamiento Académico (PPAA) is a standards-based, criterion-referenced assessment system designed to monitor the academic progress of Puerto Rico students as mandated by the No Child Left Behind Act of 2001 (NCLB). Currently, the PPPA evaluates students in grades 3-8 and 11 in the subjects of Spanish, Mathematics, and English as a Second Language (ESL). These tests were created and aligned to the academic content standards established by the Puerto Rico Department of Education (PRDE) in 2000, and were designed and developed with the help of Puerto Rican educators. Science will be assessed operationally in grades 4, 8 and 11 in 2007.

The development of the PPAA operational Spanish, Mathematics, and ESL tests involved a two-year cycle, with a census field test in year 1 and the construction and administration of operational forms in year 2. The purpose of the census field test in year 1 was to: 1) develop a pool of items to construct future operational forms for the PPAA; 2) determine preliminary standards for the PPAA; and 3) report school level scores on the PPAA to meet accountability requirements for NCLB. The operational tests serve two main functions: 1) to improve classroom instruction by providing useful feedback about student learning as related to the Puerto Rico Content Standards; and 2) to fulfill the accountability requirements of NCLB. The initial administration of the PPAA occurred in the spring of 2003 and began the two-year development cycle for grades 3, 6, 8, and 11. The 2004 administration completed the two-year cycle for grades 3, 6, 8, and 11 and marked the beginning of the development cycle for grades 4, 5, and 7, which was completed in 2005.

In 2006, a census-field test was conducted to develop a pool of items to construct future operational forms for the PPAA

In 2006, the PPAA was administered operationally on April 3-6. Field tests in Spanish, Mathematics, ESL and Science were administered on March 30-31. Across the Commonwealth, a total of 298,945 eligible public school students in grades 3-8 and 11 participated in the PPAA. Science will be assessed operationally in grades 4, 8 y 11 in 2007.

Statistical analysis were carried out in support of the 2006 PPAA that include preliminary item analysis, differential item functioning analysis, and item response theory scaling. General development procedures were followed to ensure the content validity of the PPAA.

1.1.2 Please provide a detailed description of the State's progress in developing and implementing, in consultation with LEAs, assessments in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(3) in the required grade levels. Please provide in your response a description of the State's progress in developing alternate assessments for students with disabilities, including alternate assessments aligned to alternate achievement standards and those aligned to grade-level achievement standards.

State Response

On April 3 - 6, 2006, the PPAA assessments in Spanish, Mathematics, and English as a Second Language (ESL) were administered to all eligible public school students in grades 3-8 and 11. The Spanish and Mathematics tests were administered in two 45-minute sessions. The ESL tests were administered in two 45-minute sessions and one 60-minute session. This was the third operational administration of the PPAA in grades 3, 6, 8, and 11 and the second in grades 4, 5, and 7. The purpose of the operational test was: 1) to fulfill the accountability requirements of NCLB; and 2) to provide feedback about student learning as related to the Puerto Rico Content Standards. Field test forms in Spanish, Mathematics, ESL and Science were administered on March 30-31. The primary purpose of the field test was to collect student response data on a large set of newly developed items to enable construction of future 60-item operational forms of the PPAA.

There is an alternate assessment the Pruebas Puertorriqueñas de Evaluación Alterna (PPEA) for students with severe cognitive disabilities. The PPEA has one portfolio assessment per content area. The PRDE developed alternate academic achievement standards for students with the most significant cognitive disabilities in Spanish, English as a second Language and Mathematics.

Alternate assessment like the PPEA are designed to measure the performance of students with significant cognitive disabilities who are unable to participate in the general education assessment used by districts and states (even with special accommodations) as determined by the individual student's IEP team. Participants in the PPEA comprise approximately 1% of the total tested student population. It is mandatory that students with disabilities participate in either the PPAA or PPEA. Each student IEP team decides which assessment is appropriate for the individual student.

Eligible students participate in the PPEA in grades 3-8, and 11. To determine the grade level of a student for the purpose of accountability in the state assessment program, the PRDE procedure is to use the age appropriate grade for the student as of September 1st of the calendar year. The number of students that participated in the current administration of the PPEA was 2,202.

1.1.3 Please provide a detailed description of the State's progress in setting, in consultation with LEAs, academic achievement standards in mathematics, reading/language arts, and science that meet the requirements of section 1111(b)(1). If applicable, please provide in your response a description of the State's progress in developing alternate achievement standards for students with the most significant cognitive disabilities.

State Response

1.2 PARTICIPATION IN STATE ASSESSMENTS

Participation of All Students in 2005-2006 State Assessments

In the following tables, please provide the total number and percentage for each of the listed subgroups of students who participated in the State's 2005-2006 school year academic assessments.

The data provided below for students with disabilities should include participation results from all students with disabilities as defined under the Individuals with Disabilities Education Act and do not include results from students covered under Section 504 of the Rehabilitation Act of 1973.

1.2.1 Student Participation in 2005-2006 School Year Test Administration**1.2.1.1 2005-2006 School Year Mathematics Assessment**

	Total Number of Students Tested	Percent of Students Tested
All Students	300460	98.80
American Indian or Alaska Native		
Asian or Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic	267	98.90
Students with Disabilities	48886	97.50
Limited English Proficient		
Economically Disadvantaged	218594	98.80
Migrant		
Male	153075	98.70
Female	146486	99.00

Comments: Total Number of Students Tested Percent of Students Tested

Hispanic, non-Puerto Rican 3332 98.84%

Other Origin 626 99.21%

Puerto Rican 281847 98.86%

Limited Spanish Proficient 14362 98.81%

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.2.1.2 2005-2006 School Year Reading/Language Arts Assessment

	Total Number of Students Tested	Percent of Students Tested
All Students	301005	99.00
American Indian or Alaska Native		
Asian or Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic	266	98.50
Students with Disabilities	49025	97.80
Limited English Proficient		
Economically Disadvantaged	219014	98.90
Migrant		
Male	153354	98.80
Female	146756	99.20

Comments: Total Number of Students Tested Percent of Students Tested

Puerto Rican 282354 99.03%

Hispanic, non-Puerto Rican 3347 99.29%

Other Origin 628 99.52%

Limited Spanish Proficient 14383 98.95%

-
- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.
-

1.2.2 Participation of Students with Disabilities in State Assessment System

Students with disabilities (as defined under IDEA) participate in the State's assessment system either by taking the regular State assessment, with or without accommodations, by taking an alternate assessment aligned to grade-level standards, or by taking an alternate assessment aligned to alternate achievement standards. In the following table, please provide the total number and percentage of students with disabilities who participated in these various assessments.

The data provided below should include participation results from all students with disabilities as defined under the Individuals with Disabilities Education Act and do not include results from students covered under Section 504 of the Rehabilitation Act of 1973.

1.2.2

1.2.2.1 Participation of Students with Disabilities the in 2005-2006 School Year Test Administration -- Math Assessment

	Total Number of Students with Disabilities Tested	Percent of Students with Disabilities Tested
Regular Assessment, with or without accommodations	46198	97.50
Alternate Assessment Aligned to Grade-Level Achievement Standards	2202	81.60
Alternate Assessment Aligned to Alternate Achievement Standards		

Comments:

1.2.2.2 Participation of Students with Disabilities the in 2005-2006 School Year Test Administration -- Reading/Language Arts Assessment

	Total Number of Students with Disabilities Tested	Percent of Students with Disabilities Tested
Regular Assessment, with or without accommodations	46325	97.70
Alternate Assessment Aligned to Grade-Level Achievement Standards	2202	81.60
Alternate Assessment Aligned to Alternate Achievement Standards		

Comments:

1.3 STUDENT ACADEMIC ACHIEVEMENT

In the following charts, please provide student achievement data from the 2005-2006 school year test administration. Charts have been provided for each of grades 3 through 8 and high school to accommodate the varied State assessment systems in mathematics and reading/language arts during the 2005-2006 school year. States should provide data on the total number of students tested as well as the percentage of students scoring at the proficient or advanced levels for those grades in which the State administered mathematics and reading/language arts assessments during the 2005-2006 school year.

The data for students with disabilities should include participation results from all students with disabilities as defined under the Individuals with Disabilities Education Act, including results from alternate assessments, and do not include results from students covered under Section 504 of the Rehabilitation Act of 1973.

1.3.1 Grade 3 - Mathematics

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	31551	74.00
American Indian or Alaska Native		
Asian or Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic	<n	<n
Students with Disabilities	5047	62.00
Limited English Proficient		
Economically Disadvantaged	24621	72.00
Migrant		
Male	15886	72.00
Female	15531	75.00

Comments: Total Number of Students Tested Percent of Students Proficient or Advanced

School Year 0506 Puerto Rican 30180 74%

Hispanic, non-Puerto Rican 212 70%

Limited Spanish Proficient 1550 69%

Other Origin 53 65%

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.2 Grade 3 - Reading/Language Arts

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	24347	57.00
American Indian or Alaska Native		
Asian or Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic	<n	<n
Students with Disabilities	3453	42.00
Limited English Proficient		
Economically Disadvantaged	18684	55.00
Migrant		
Male	11388	52.00
Female	12863	62.00

Comments: Total Number of Students Tested Percent of Students Proficient or Advanced

School Year 05-06

Puerto Rican 23314 57%

Hispanic, non-Puerto Rican 157 51%

Other Origin 41 51%

Limited Spanish Proficient 1100 49%

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.
-

1.3.3 Grade 4 - Mathematics

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	26094	60.00
American Indian or Alaska Native		
Asian or Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic	<n	<n
Students with Disabilities	3868	45.00
Limited English Proficient		
Economically Disadvantaged	19342	58.00
Migrant		
Male	12808	57.00
Female	13233	64.00

Comments: Total Number of Students Tested Percent of Students Proficient or Advanced

School Year 05-06

Puerto Rican 24893 60%

Hispanic, non-Puerto Rican 185 55%

Other Origin 32 70%

Limited Spanish Proficient 1303 56%

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.4 Grade 4 - Reading/Language Arts

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	22089	51.00
American Indian or Alaska Native		
Asian or Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic	<n	<n
Students with Disabilities	2912	34.00
Limited English Proficient		
Economically Disadvantaged	16270	48.00
Migrant		
Male	10062	44.00
Female	11972	57.00

Comments: Total Number of Students Tested Percent of Students Proficient or Advanced

School Year 05-06

Puerto Rican 21116 51%

Hispanic, non-Puerto Rican 148 44%

Limited Spanish Proficient 1049 45%

Other Origin 20 43%

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.
-

1.3.5 Grade 5 - Mathematics

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	23051	52.00
American Indian or Alaska Native		
Asian or Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic	<n	<n
Students with Disabilities	2845	35.00
Limited English Proficient		
Economically Disadvantaged	16874	50.00
Migrant		
Male	11099	49.00
Female		

Comments: Total Number of Students Tested Percent of Students Proficient or Advanced

School Year 05-06

Puerto Rican 22040 53%

Hispanic, non-Puerto Rican 150 47%

Other Origin 25 48%

Limited Spanish Proficient 1021 48%

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.6 Grade 5 - Reading/Language Arts

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	20887	47.00
American Indian or Alaska Native		
Asian or Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic	<n	<n
Students with Disabilities	2497	31.00
Limited English Proficient		
Economically Disadvantaged	15182	45.00
Migrant		
Male	9310	41.00
Female	11548	54.00

Comments: Total Number of Students Tested Percent of Students Proficient or Advanced

School Year 05-06

Puerto Rican 19997 48%

Hispanic, non-Puerto Rican 154 48%

Limited Spanish Proficient 937 44%

Other Origin 26 50%

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.
-

1.3.7 Grade 6 - Mathematics

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	20051	44.00
American Indian or Alaska Native		
Asian or Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic	<n	<n
Students with Disabilities	2176	27.00
Limited English Proficient		
Economically Disadvantaged	14517	43.00
Migrant		
Male	9592	41.00
Female	10429	48.00

Comments: Total Number of Students Tested Percent of Students Proficient or Advanced

School Year 05-06

Puerto Rican 19033 45%

Hispanic, non-Puerto Rican 180 39%

Other Origin 39 45%

Limited Spanish Proficient 857 40%

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.8 Grade 6 - Reading/Language Arts

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	16478	36.00
American Indian or Alaska Native		
Asian or Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic	<n	<n
Students with Disabilities	1519	19.00
Limited English Proficient		
Economically Disadvantaged	11628	34.00
Migrant		
Male	6913	30.00
Female	9543	44.00

Comments: Total Number of Students Tested Percent of Students Proficient or Advanced

School Year 05-06

Puerto Rican 15609 37%

Hispanic, non-Puerto Rican 164 35%

Other Origin 32 37%

Limited Spanish Proficient 697 33%

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.
-

1.3.9 Grade 7 - Mathematics

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	16544	36.00
American Indian or Alaska Native		
Asian or Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic	<n	<n
Students with Disabilities	1452	20.00
Limited English Proficient		
Economically Disadvantaged	10792	34.00
Migrant		
Male	7736	33.00
Female	8786	40.00

Comments: Total Number of Students Tested Percent of Students Proficient or Advanced

School Year 05-06

Puerto Rican 15690 37%

Hispanic, non-Puerto Rican 188 37%

Other Origin 37 39%

Limited Spanish Proficient 799 35%

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.10 Grade 7 - Reading/Language Arts

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	16044	35.00
American Indian or Alaska Native		
Asian or Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic	<n	<n
Students with Disabilities	1264	18.00
Limited English Proficient		
Economically Disadvantaged	10204	32.00
Migrant		
Male	9643	41.00
Female	6384	29.00

Comments: Total Number of Students Tested Percent of Students Proficient or Advanced

School Year 05-06

Puerto Rican 15202 36%

Hispanic, non-Puerto Rican 185 37%

Other Origin 34 35%

Limited Spanish Proficient 736 33%

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.
-

1.3.11 Grade 8 - Mathematics

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	17926	42.00
American Indian or Alaska Native		
Asian or Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic	28	55.00
Students with Disabilities	1270	23.00
Limited English Proficient		
Economically Disadvantaged	11614	40.00
Migrant		
Male	8295	39.00
Female	9608	46.00

Comments: Total Number of Students Tested Percent of Students Proficient or Advanced

School Year 05-06

Puerto Rican 16913 43%

Hispanic, non-Puerto Rican 244 39%

Other Origin 65 49%

Limited Spanish Proficient 590 37%

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.12 Grade 8 - Reading/Language Arts

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	15357	36.00
American Indian or Alaska Native		
Asian or Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic	21	41.00
Students with Disabilities	906	16.00
Limited English Proficient		
Economically Disadvantaged	9729	33.00
Migrant		
Male	5698	27.00
Female	9648	46.00

Comments: Total Number of Students Tested Percent of Students Proficient or Advanced

School Year 05-06

Puerto Rican 14524 37%

Hispanic, non-Puerto Rican 209 34%

Other Origin 66 49%

Limited Spanish Proficient 439 28%

-
- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.
-

1.3.13 High School - Mathematics

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	14653	40.00
American Indian or Alaska Native		
Asian or Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic	22	28.00
Students with Disabilities	553	17.00
Limited English Proficient		
Economically Disadvantaged	8051	36.00
Migrant		
Male	6509	37.00
Female	8133	43.00

Comments: Total Number of Students Tested Percent of Students Proficient or Advanced

School Year 05-06

Puerto Rican 13471 40%

Hispanic, non-Puerto Rican 330 42%

Other Origin 70 53%

Limited Spanish Proficient 694 41%

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.3.14 High School - Reading/Language Arts

	Total Number of Students Tested	Percent of Students Proficient or Advanced School Year 2005-2006
All Students	17902	48.00
American Indian or Alaska Native		
Asian or Pacific Islander		
Black, non-Hispanic		
Hispanic		
White, non-Hispanic	26	33.00
Students with Disabilities	614	19.00
Limited English Proficient		
Economically Disadvantaged	9919	44.00
Migrant		
Male	6803	38.00
Female	11085	58.00

Comments: Total Number of Students Tested Percent of Students Proficient or Advanced

School Year 05-06

Puerto Rican 16499 49%

Hispanic, non-Puerto Rican 411 52%

Other Origin 82 62%

Limited Spanish Proficient 807 48%

- Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.
-

1.4 SCHOOL AND DISTRICT ACCOUNTABILITY

1.4.1 For all public elementary and secondary schools and districts in the State (Title I and non-Title I), please provide the total number and percentage of all schools and districts that made adequate yearly progress (AYP), based on data from the 2005-2006 school year.

School Accountability	Total number of public elementary and secondary schools (Title I and non-Title I) in State	Total number of public elementary and secondary schools (Title I and non-Title I) in State that made AYP	Percentage of public elementary and secondary schools (Title I and non-Title I) in State that made AYP
Based on 2005-2006 School Year Data			

Comments:

District Accountability	Total number of public elementary and secondary districts (Title I and non-Title I) in State	Total number of public elementary and secondary districts (Title I and non-Title I) in State that made AYP	Percentage of public elementary and secondary districts (Title I and non-Title I) in State that made AYP
Based on 2005-2006 School Year Data			

Comments:

1.4.2 For all Title I schools and districts in the State, please provide the total number and percentage of all Title I schools and districts that made AYP, based on data from the 2005-2006 school year.

Title I School Accountability	Total number of Title I schools in State	Total number of Title I schools in State that made AYP	Percentage of Title I schools in State that made AYP
Based on 2005-2006 School Year Data			

Comments:

Title I District Accountability	Total number of Title I districts in State	Total number of Title I districts in State that made AYP	Percentage of Title I districts in State that made AYP
Based on 2005-2006 School Year Data			

Comments:

1.4.3 Title I Schools Identified for Improvement

1.4.3.1 Title I Schools Identified for Improvement, Corrective Action, and Restructuring (in 2006-2007 based on the data from 2005-2006)

1.4.3.2 Briefly describe the measures being taken to address the achievement problems of **schools** identified for improvement, corrective action, and restructuring.

1.4.4 Title I Districts Identified For Improvement.

1.4.4.1 Title I Districts Identified for Improvement and Corrective Action (in 2006-2007 based on the data from 2005-2006)

1.4.4.2 Briefly describe the measures being taken to address the achievement problems of districts identified for improvement and corrective action.

1.4.5 Public School Choice and Supplemental Educational Services

1.4.5.1 Public School Choice	Number
1. Please provide the number of Title I schools identified for improvement, corrective action, and restructuring from which students transferred under the provisions for public school choice under section 1116 of Title I during the 2005-2006 school year.	0
2. Please provide the number of public schools to which students transferred under the provisions for public school choice under section 1116 of Title I during the 2005-2006 school year.	0
How many of these schools were charter schools?	0
3. Please provide the number of students who transferred to another public school under the provisions for public school choice under section 1116 of Title I during the 2005-2006 school year.	0
4. Please provide the number of students who were eligible to transfer to another public school under the provisions for public school choice under section 1116 of Title I during the 2005-2006 school year.	374719
Optional Information:	
5. If the State has the following data, the Department would be interested in knowing the following:	
6. The number of students who applied to transfer to another public school under the provisions for public school choice under section 1116 of Title I during the 2005-2006 school year.	0
7. The number of students, among those who applied to transfer to another public school under the Title I public school choice provisions, who were actually offered the opportunity to transfer by their LEAs, during the 2005-2006 school year.	0
Comments:	

1.4.5.2 Supplemental Educational Services	
	Number
1. Please provide the number of Title I schools identified for improvement, corrective action, and restructuring whose students received supplemental educational services under section 1116 of Title I during the 2005-2006 school year.	589
2. Please provide the number of students who received supplemental educational services under section 1116 of Title I during the 2005-2006 school year.	102727
3. Please provide the number of students who were eligible to receive supplemental educational services under section 1116 of Title I during the 2005-2006 school year.	278593
Optional Information:	
If the State has the following data, the Department would be interested in knowing the following:	
4. The number of students who applied to receive supplemental educational services under section 1116 of Title I during the 2005-2006 school year.	102727
Comments:	

1.5 TEACHER AND PARAPROFESSIONAL QUALITY

1.5.1 In the following table, please provide data from the 2005-2006 school year for classes in the core academic subjects being taught by "highly qualified" teachers (as the term is defined in Section 9101(23) of the ESEA), in the aggregate for all schools and in "high-poverty" and "low-poverty" elementary schools (as the terms are defined in Section 1111(h)(1)(C)(viii) of the ESEA). Section 1111(h)(1)(C)(viii) defines "high-poverty" schools as schools in the top quartile of poverty in the State and "low-poverty" schools as schools in the bottom quartile of poverty in the State. Additionally, please provide information on classes being taught by highly qualified teachers by the elementary and secondary school level.

School Type	Total Number of Core Academic Classes	Number of Core Academic Classes Taught by Highly Qualified Teachers	Percentage of Core Academic Classes Taught by Highly Qualified Teachers
All Schools in State		28327	62.00
Elementary Level			
High-Poverty Schools	18		
Low-Poverty Schools	82		
All Elementary Schools	1083		62.00
Secondary Level			
High-Poverty Schools	24		
Low-Poverty Schools	76		
All Secondary Schools	418		60.00

Comments: TOTAL OF TEACHERS 34,675 NO HQT 8,562 = 28,327

All Schools in State 1,525

Elementary Level (High-Poverty Schools 18% and Low-Poverty Schools 82%)

Secondary Level (High-Poverty Schools 24% and Low-Poverty Schools 76%)

Elementary Level 17,702

Secondary Level 16,973 60%

Definitions and Instructions

What are the core academic subjects?

English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [Title IX, Section 9101(11)]. While the statute includes the arts in the core academic subjects, it does not specify which of the arts are core academic subjects; therefore, States must make this determination.

How is a teacher defined?

An individual who provides instruction in the core academic areas to kindergarten, grades 1 through 12, or un-graded classes, or individuals who teach in an environment other than a classroom setting (and who maintain daily student attendance records) [from NCES, CCD, 2001-02]

How is a class defined?

A class is a setting in which organized instruction of core academic course content is provided to one or more students (including cross-age groupings) for a given period of time. (A course may be offered to more than one class). Instruction, provided by one or more teachers or other staff members, may be delivered in person or via a different medium. Classes that share space should be considered as separate classes if they function as separate units for more than 50 percent of the time [from NCES Non-fiscal Data Handbook for Early Childhood, Elementary, and Secondary Education, 2003].

Should 6th, 7th, and 8th grade classes be reported in the elementary or secondary category?

States are responsible for determining whether the content taught at the middle school level meets the competency requirements for elementary or secondary instruction. See Question A-14 in the August 3, 2006, Non-Regulatory Guidance for additional information. Report classes in grade 6 through 8 consistent with how teachers have been classified to determine their highly qualified status, regardless if their schools are configured as elementary or middle schools.

How should States count teachers (including specialists or resource teachers) in elementary classes?

States that count self-contained classrooms as one class should, to avoid over-representation, also count subject-area specialists (e.g., mathematics or music teachers) or resource teachers as teaching one class.

On the other hand, States using a departmentalized approach to instruction where a self-contained classroom is counted multiple times (once for each subject taught) should also count subject-area specialists or resource teachers as teaching multiple classes.

How should States count teachers in self-contained multiple-subject secondary classes?

Each core academic subject taught for which students are receiving credit toward graduation should be counted in the numerator and the denominator. For example, if English, calculus, history, and science are taught in a self-contained classroom by the same teacher, count these as four classes in the denominator. If the teacher is Highly Qualified in English and history, he/she would be counted as Highly Qualified in two of the four subjects in the numerator.

1.5.2 For those classes in core academic subjects being taught by teachers who are **not highly qualified** as reported in Question 1.5.1, estimate the percentages of those classes in the following categories (Note: Percentages should add to 100 percent of classes taught by not highly qualified teachers for each level).

Reason For Being Classified as Not Highly Qualified	Percentage
ELEMENTARY SCHOOL CLASSES	
a) Elementary school classes taught by certified general education teachers who did not pass a subject-knowledge test or (if eligible) have not demonstrated subject-matter competency through HOUSSE	38.00
b) Elementary school classes taught by certified special education teachers who did not pass a subject-knowledge test or have not demonstrated subject-matter competency through HOUSSE	
c) Elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	
d) Other (please explain)	
SECONDARY SCHOOL CLASSES	
a) Secondary school classes taught by certified general education teachers who have not demonstrated subject-matter knowledge in those subjects (e.g., out-of-field teachers)	40.00
b) Secondary school classes taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects	
c) Secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	
d) Other (please explain)	

Comments: ELEMENTARY SCHOOL CLASSES

b) Elementary school classes taught by certified special education teachers who did not pass a subject-knowledge test or have not demonstrated subject-matter competency through HOUSSE (ON GOING)

c) Elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)(ON GOING)

SECONDARY SCHOOL CLASSES

C) Secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program))(ON GOING)

1.5.3 Please report the State poverty quartile breaks for high- and low-poverty elementary and secondary schools used in the table in Question 1.5.1.

	High-Poverty Schools (more than what %)	Low-Poverty Schools (less than what %)
Elementary Schools	18.00	82.00
Poverty Metric Used		
Secondary Schools	21.00	76.00
Poverty Metric Used		

Comments:

Definitions and Instructions

How are the poverty quartiles determined?

Separately rank order elementary and secondary schools from highest to lowest on your percent poverty measure. Divide the list into 4 equal groups. Schools in the first (highest group) are high-poverty schools. Schools in the last group (lowest group) are the low-poverty schools. Generally, states use the percentage of students who qualify for the free or reduced price lunch program for this calculation.

Since the poverty data are collected at the school and not classroom level, how do we classify schools as either elementary or secondary for this purpose?

States may include as elementary schools all schools that serve children in grades K-5 (including K-8 or K-12 schools) and would therefore include as secondary schools those that exclusively serve children in grades 6 and higher.

1.5.4 Paraprofessional Quality. NCLB defines a qualified paraprofessional as an employee who provides instructional support in a program supported by Title I, Part A funds who has (1) completed two years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Section 1119(c) and (d).) For more information on qualified paraprofessionals, please refer to the Title I paraprofessionals Guidance, available at:

<http://www.ed.gov/policy/elsec/guid/paraguidance.doc>

In the following chart, please provide data from the 2005-2006 school year for the percentage of Title I paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified.

School Year	Percentage of Qualified Title I Paraprofessionals
2005-2006 School Year	

Comments:

1.6 ENGLISH LANGUAGE PROFICIENCY

1.6.1.1 English Language Proficiency (ELP) Standards

Has the State developed ELP standards (k-12) as required under Section 3113(b)(2) and are these ELP standards fully approved, adopted, or sanctioned by the State governing body?

Developed	<u>Yes</u>
Approved, adopted, sanctioned	<u>No</u>
Operationalized (e.g., Are standards being used by district and school teachers?)	<u>No</u>

Please provide a detailed description of the State's progress in establishing, implementing, and operationalizing English Language Proficiency (ELP) standards for raising the level of ELP, that are derived from the four domains of speaking, listening, reading, and writing, and that are aligned with achievement of the challenging State academic content and student academic achievement standards described in section 1111(b)(1).

STATE RESPONSE

Important to note that in Puerto Title III assists Spanish Language Learners (SLL) for Limited Spanish Proficiency (LSP) in comparison with the other fifty states and Washington D. C. which deal with English Language Learners (ELL) for English Language Proficiency (ELP)

The Commonwealth of Puerto Rico has completed the revision of the Spanish Language Proficiency Standards. These Spanish Proficiency Standards address grades Kindergarten through twelve. These standards are based on the four areas of language arts: listening, speaking, reading and writing. Plus, it includes comprehension which integrates all other four linguistic processes mentioned above.

The document in which the standards are included also provides important information about second language learning and findings of scientifically based research. This document has been a collaborative effort of national experts, local practitioners in the field and USDE Non-regulatory Guidance to the Title III State Formula Grant Program, all with the consideration of current research.

1.6.1.2 Alignment of Standards

Please provide a detailed description of the State's progress for linking/aligning the State English Proficiency Standards to the State academic content and student academic achievement standards in English language arts/reading and mathematics.

STATE RESPONSE

PRDE has completed the redesign process of the SLP Standards. The SLP Standards have been aligned to Puerto Rico Department of Education's Academic content and achievement standards not only in Mathematics, but also in Social Studies and Science. This redesign of the SLP standards will provide the necessary guidelines for teachers of SLL to lead students to reach the proficiency in Spanish and other content areas.

The standards include the four areas of language arts: speaking, listening, reading and writing and includes all the linguistic process in comprehension as part of the contents and mathematics achievement standards.

The next step will be aligning this SLP Standards to the existing approved PRDE Standars for native Spanish speakers.

1.6.2 English Language Proficiency (ELP) Assessments
1. The expectation for the full administration of the new or enhanced ELP assessment(s) that are aligned with the State's English language proficiency (ELP) standards as required under Section 3113 (b)(2) is spring 2007. Please indicate if the State has conducted any of the following:
<ul style="list-style-type: none"> • An independent alignment study <u>No Response</u>
<ul style="list-style-type: none"> • Other evidence of alignment <u>No Response</u>
2. Provide an updated description of the State's progress in developing and implementing the new or enhanced ELP assessments. Specifically describe how the State ensures:
<ol style="list-style-type: none"> 1. The annual assessment of all LEP students in the State in grades k-12; 2. The ELP assessment(s) which address the five domains of listening, speaking, reading, writing, and comprehension; 3. ELP assessments are based on ELP standards; 4. Technical quality (validity, reliability, etc.)
STATE RESPONSE
<p>Puerto Rico's Department of Education has established as the assessment instrument the Language Assessment Scale (LAS) in oral, reading, and writing form. Since the design of an alternate assessment has not been completed, this test is still being used.</p> <p>For 2005-2006, SLL students were given the Language Assessment Scale in Oral reading and Writing.</p> <p>PRDE will continue working on the design of an alternate assessment instrument, which will be aligned with SLP Standards.</p>

1.6.3.2 Data Reflecting the Most Common Languages Spoken in the State		
2005-2006 Data of the Most Common Languages Spoken by LEPs		
Language	Number of ALL LEP Students in the State	Percentage of ALL LEP Students in the State
1. * English		90.00
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Comments: * Estimated Account (English 90%)

- In the above chart, list the ten most commonly spoken languages in your State. Indicate the number and percentage of LEP students that speak each of the languages listed in table 1.6.3.2.

1.6.4 Immigrant Children and Youth Data

Programs and activities for immigrant children and youth

Definitions:

- **# immigrants enrolled in the State** = number of students, who meet the definition of immigrant children and youth in Section 3301(6), enrolled in the elementary or secondary schools in the State
- **# immigrants served by Title III** = number of immigrant students who participated in programs for immigrant children and youth funded under Section 3114(d)(1), using the funds reserved for immigrant education programs/activities
- **# of immigrants subgrants** = number of subgrants made in the State under Section 3114(d)(1), with the funds reserved for immigrant education programs/activities

**Table 1.6.4 Education Programs for Immigrant Students
2005-2006**

# Immigrants enrolled in the State	# Immigrants served by Title III	# Immigrant subgrants
600	425	1

Comments:

STATE RESPONSE: (Provide information on what has changed, e.g., sudden influx of large number of immigrant children and youth, increase/change of minority language groups, sudden population change in school districts that are less experienced with education services for immigrant students in the State during the 2 previous years.)

1.6.5 Definition of Proficient

If the State has made changes since the last Consolidated State Performance Report submission (for school year 2004-2005), please provide the State's definition of "proficient" in English as defined by the State's English language proficiency standards and assessments under Section 3122(a)(3). Please include the following in your response:

1. The test score range or cut scores for each of the State's ELP assessments;
2. A description of how the five domains of listening, speaking, reading, writing, and comprehension are incorporated or weighted in the State's definition of "proficient" in English;
3. Other criteria used to determine attaining proficiency in English.

STATE RESPONSE

PRDE has not made any changes since last Consolidated State performance Report to its definition of Proficiency.

1.6.6 Definition of Making Progress

If the State has made changes since the last Consolidated State Performance Report submission (for school year 2004-2005), please provide the State's definition of "making progress" in learning English as defined by the State's English language proficiency standards and assessment(s) in Section 3122(a)(3).

Please include the following in your response:

1. A description of the English language proficiency levels and any sub-levels as defined by the State's English language proficiency standards and assessments;
2. A description of the criteria students must meet to progress from one proficiency level to the next (e.g., narrative descriptions, cut scores, formula, data from multiple sources).

STATE RESPONSE

PRDE has not made any changes since last Consolidated State performance Report to its definition of Making Progress.

Puerto Rico's Annual Measurable Achievement Objectives (AMAOs) for language proficiency are based upon a single criterion: Spanish language proficiency.

1.6.7 Definition of Cohort

If the State has made changes since the last Consolidated State Performance Report submission (for school year 2004-2005), please provide the State's definition of "cohort." Include a description of the specific characteristics of the cohort(s) in the State, e.g., grade/grade span or other characteristics.

STATE RESPONSE

PRDE has not made any changes since last Consolidated State performance Report to its definition of Cohort.

1.6.8 Information on the Acquisition of English Language Proficiency for ALL Limited English Proficient Students in the State.

Please provide information on the progress made by **ALL LEP students in your State** in learning English and attaining English language proficiency.

Did your State apply the Title III English language proficiency annual measurable achievement objectives (AMAOs) to **ALL LEP** students in the State? No

If yes, you may use the format provided below to report the requested information.

English Language Proficiency	Percent and Number of ALL LEP Students in the State Who Made Progress in Learning English				Percent and Number of ALL LEP Students in the State Who Attained English Proficiency			
	Projected AMAO Target		Actual		Projected AMAO Target		Actual	
2005-2006 School Year	% 80.00	#	%	#	%	#	%	#

If no, please describe the different evaluation mechanism used by the State to measure both the progress of ALL LEP students in learning English and in attaining English language proficiency and provide the data from that evaluation.

1.6.9 Annual Measurable Achievement Objectives (AMAOs) for English Language Proficiency for Title III Participants

Critical synthesis of data reported by Title III subgrantees

[SEC. 3121(a) p. 1701, 3123(b)(1, 3) p.1704]

Provide the results of Title III LEP students in meeting the State English language proficiency (ELP) annual measurable achievement objectives (AMAOs) for making progress and attainment of English language proficiency as required in Table 1.6.9.

TABLE 1.6.9 INSTRUCTIONS:

Report **ONLY** the results from State English language proficiency assessment(s) for LEP students who participate in Title III English language instruction educational programs in grades K-12.

Blackened cells in this form indicate information which, each SEA should collect and maintain, but which is not being collected at this time.

Definitions:

1. **MAKING PROGRESS** = as defined by the State and submitted to OELA in the State Consolidated Application (CSA), or as amended.
2. **DID NOT MAKE PROGRESS** = The number and percentage of Title III LEP students who did not meet the State definition of "Making Progress."
3. **ATTAINED ENGLISH PROFICIENCY** = as defined by the State and submitted to OELA in the State Consolidated Application (CSA), or as amended.
4. **TOTAL** = the total number of students from **making progress**, **not making progress**, and **attainment**, for each year in the table. The figure reported in this cell should be an unduplicated count of LEP students who participate in Title III English language instruction educational programs in grades K-12.
5. **AMAO TARGET** = the AMAO target for the year as established by State and submitted to OELA in the CSA (September 2003 submission), or as amended and approved, for each objective for "Making progress" and "Attainment" of English language proficiency.
6. **ACHIEVEMENT RESULTS** = The number and percentage of Title III LEP students who met/did not meet the State definitions of "Making Progress" and the number and percentage of Title III LEP students who met the definition for "Attainment" of English language proficiency.

1.6.9 Annual Measurable Achievement Objectives (AMAOs) for English Language Proficiency for Title III Participants			
	2005-2006		
	AMAO TARGET	ACHIEVEMENT RESULTS	
	%	#	%
MAKING PROGRESS	80.00	57	14.00
DID NOT MAKE PROGRESS		187	
ATTAINED ENGLISH PROFICIENCY	15.00	159	39.00
TOTAL		403	

Explanation of data for Table

Check the answer to the following question.

Are monitored* LEP students reflected in the Table "Attainment" "Achievement Results"? Yes

* Monitored LEP students are those who

- have achieved "proficient" on the State ELP assessment
- have transitioned into classrooms that are not designed for LEP students
- are no longer receiving Title III services, and who are being monitored for academic content achievement for 2 years after transition

1.6.10 Title III program effectiveness in assisting LEP students to meet State English language proficiency and student academic achievement standards

[SEC. 3122(b)(2) p. 1703, 3123(b)(1, 4) p.1704-5, 3121(b)(2) p. 1701,]

Provide the count for each year.

It is not necessary to respond to the items in this form, which reference other collections. The information provided by each SEA to those other collections will be collected by OELA and utilized to produce the Biennial Report.

Title III Subgrantee Information	
	2005-2006
Total number of Title III subgrantees for each year	
Total number of Title III subgrantees that met the AMAO target for making progress	
Total number of Title III subgrantees that met the AMAO target for attaining English proficiency	
Total number of Title III subgrantees that met the AMAO target for AYP	
Total number of Title III subgrantees that met all three Title III AMAOs*	
Total number of Title III subgrantees that met 2 AMAOs	
Total number of Title III subgrantees that met 1 AMAO	
Total number of Title III subgrantees that did not meet any AMAO	
Total number of Title III subgrantees that did not meet AMAOs for two consecutive years	
Total number of Title III subgrantees with an improvement plan for not meeting Title III AMAOs	
Total number of Title III subgrantees who have not met Title III AMAOs for four consecutive years (beginning in 2007-08)	
Did the State meet all three Title III AMAOs? *	<u>No Response</u>

Comments:

* Meeting all three Title III AMAOs means meeting each State set target for each objective: Making Progress, Attaining Proficiency and making AYP.

1.6.11 On the following tables for 2005-2006, please provide data regarding the academic achievement of monitored LEP students who transitioned into classrooms not designated for LEP students and who are no longer receiving services under Title III. Please provide data only for those students who transitioned in 2005-2006 school year.

1.6.11.1 Number and percent of former Title III served, monitored LEP students scoring at the proficient and advanced levels on the State reading language arts assessments

Grade/Grade Span	Students Proficient & Advanced	
	#	%
3		
4		
5		
6		
7		
8		
H.S.		

Comments:

1.6.11.2 Number and percent of former Title III served, monitored LEP students scoring at the proficient and advanced levels on the State mathematics assessments

Grade/Grade Span	Students Proficient & Advanced	
	#	%
3		
4		
5		
6		
7		
8		
H.S.		

Comments:

1.7 PERSISTENTLY DANGEROUS SCHOOLS

1.7.1 In the following chart, please provide data for the number of schools identified as persistently dangerous as determined by the State by the start of the 2006-2007 school year. For further guidance on persistently dangerous schools, please refer to the Unsafe School Choice Option Non-Regulatory Guidance, available at:

Number of Persistently Dangerous Schools	
2006-2007 School Year	8

Comments: 8 schools were identified as persistently dangerous; 4 of these have been recommended to be released from the list of persistently dangerous schools. This information correspond to 2006-07 school year and was compiled in may 2006. The information for the 2007-2008 school year will be compiled on May 2007.

1.8 GRADUATION AND DROPOUT RATES

1.8.1 Graduation Rates

Section 200.19 of the Title I regulations issued under the No Child Left Behind Act on December 2, 2002, defines graduation rate to mean:

- The percentage of students, measured from the beginning of high school, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the State's academic standards) in the standard number of years; or,
- Another more accurate definition developed by the State and approved by the Secretary in the State plan that more accurately measures the rate of students who graduate from high school with a regular diploma; and
- Avoids counting a dropout as a transfer.

1. The Secretary approved each State's definition of the graduation rate, consistent with section 200.19 of the Title I regulations, as part of each State's accountability plan. Using the definition of the graduation rate that was approved as part of your State's accountability plan, in the following chart please provide graduation rate data for the 2004-2005 school year.

2. For those States that are reporting transitional graduation rate data and are working to put into place data collection systems that will allow the State to calculate the graduation rate in accordance with Section 200.19 for all the required subgroups, please provide a detailed progress report on the status of those efforts.

1.8.1 Graduation Rates	
High School Graduates	Graduation Rate
Student Group	2004-2005 School Year
All Students	0.70
American Indian or Alaska Native	
Asian or Pacific Islander	
Black, non-Hispanic	
Hispanic	0.70
White, non-Hispanic	
Students with Disabilities	
Limited English Proficient	
Economically Disadvantaged	
Migrant	
Male	0.70
Female	0.60

Comments: All Students 1524/234,009 = .65

Hispanic 1524/234,009 = .65

Male 870/117,508 = .74

Female 654/116,501 = .56

Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

1.8.2 Dropout Rate

For purposes of calculating and reporting a dropout rate for this performance indicator, States should use the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistics' (NCES) Common Core of Data

Consistent with this requirement, States must use NCES' definition of "high school dropout," An individual who: 1) was enrolled in school at some time during the previous school year; and 2) was not enrolled at the beginning of the current school year; and 3) has not graduated from high school or completed a state- or district-approved educational program; and 4) does not meet any of the following exclusionary conditions: a) transfer to another public school district, private school, or state- or district approved educational program (including correctional or health facility programs); b) temporary absence due to suspension or school-excused illness; or c) death.

In the following chart, please provide data for the 2004-2005 school year for the percentage of students who drop out of high school, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

1.8.2 Dropout Rate	
Dropouts	Dropout Rate
Student Group	2004-2005 School Year
All Students	96.00
American Indian or Alaska Native	
Asian or Pacific Islander	
Black, non-Hispanic	
Hispanic	96.00
White, non-Hispanic	
Students with Disabilities	
Limited English Proficient	
Economically Disadvantaged	
Migrant	
Male	93.30
Female	98.40
Comments: White, non-Hispanic	
Students with Disabilities	
Limited English Proficient	
Economically Disadvantaged	
Migrant	

American Indian or Alaska Native

Asian or Pacific Islander

Black, non-Hispanic all this not apply.

Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

Provide the following information for homeless children and youth in your State for the 2005-2006 school year (as defined by your State). To complete this form, compile data for LEAs with and without subgrants.

1.9.1 DATA FROM ALL LEAs WITH AND WITHOUT MCKINNEY-VENTO SUBGRANTS

1.9 EDUCATION FOR HOMELESS CHILDREN AND YOUTH PROGRAM

1.9.1.1 How does your State define the period that constitutes a school year? (e.g., "The school year shall begin on the first day of July and end on the thirtieth day of June" or "A total of 175 instructional days").

STATE RESPONSE

The School Year shall begin on the first day (1st) August 2005 end twenty six (26 th) of May 2006 or a total of 180 instructional days.

1.9.1.2 What are the totals in your State as follows:

	Total Number in State	Total Number LEAs Reporting
LEAs without Subgrants	1	1
LEAs with Subgrants	0	0

Comments:

1.9.1.3 Number of Homeless Children And Youth In The State

Provide the number of homeless children and youth in your State enrolled in public school (compulsory grades--excluding pre-school) during the 2005-2006 school year according to grade level groups below:

Grade Level	Number of homeless children/youth enrolled in public school in LEAs without subgrants	Number of homeless children/youth enrolled in public school in LEAs with subgrants
K	581	0
1	802	0
2	862	0
3	868	0
4	836	0
5	774	0
6	731	0
7	527	0
8	381	0
9	423	0
10	235	0
11	181	0
12	141	0

Comments:

1.9.1.4 Primary Nighttime Residence Of Homeless Children And Youth

Of the total number of homeless children and youth (excluding preschoolers), provide the numbers who had the following as their primary nighttime residence at the time of initial identification by LEAs.

Primary nighttime residence	* Number of homeless children/ youth-- excluding preschoolers LEAs without subgrants	* Number of homeless children/ youth-- excluding preschoolers LEAs with subgrants
Shelters	1292	0
Doubled-up	5969	0
Unsheltered (e.g., cars, parks, campgrounds, etc.)	<n	0
Hotels/Motels	0	0
Unknown	<n	0

Comments:

* The primary nighttime residence is the basis for identifying homeless children and youth. The totals should match the totals in item #3 above.

1.9.2 DATA FROM LEAs WITH MCKINNEY-VENTO SUBGRANTS

1.9.2.1 Number Of Homeless Children And Youths Served By McKinney-Vento Subgrants

Provide the number of homeless children and youth that were served by McKinney-Vento subgrants in your State during the 2005-2006 academic school year disaggregated by grade level groups

Grade levels of homeless children and youth served by subgrants in 2005-2006	Number of homeless children and youth <i>served</i> by subgrants enrolled in school by grade level
K	395
1	715
2	793
3	791
4	764
5	734
6	587
7	419
8	292
9	266
10	188
11	138
12	107

Comments:

1.9.2.2 Number of homeless preschool-age children

Provide the number of homeless preschool-age children in your State in districts with subgrants attending public preschool programs during the 2005-2006 school year (i.e., from birth through pre-K).

Number of homeless preschool-age children enrolled in public preschool in LEAs with subgrants in 2005-2006

50

Comments:

1.9.2.3 Unaccompanied Youths

Provide the number of unaccompanied youths served by subgrants during the 2005-2006 school year.

Number of homeless unaccompanied youths enrolled in public schools in LEAs with subgrants in 2005-2006

<n

Comments:

1.9.2.4 Migrant Children/Youth Served

Provide the number of homeless migrant children/youth served by subgrants during the 2005-2006 school year.

Number of homeless migrant children/youth enrolled in public schools (Total for LEAs with subgrants)

0

Comments:

1.9.2.5 Number of Children Receiving Educational and School Support Services

Provide the number of homeless children and youth served by subgrants and enrolled in school during the 2005-2006 school year that received the following educational and school support services from the LEA

Educational and school related activities and services	Number of homeless students in subgrantee programs that received educational and support services
Special Education (IDEA)	805
English Language Learners (ELL)	451
Gifted and Talented	0
Vocational Education	48

Comments:

1.9.2.6 Educational Support Services

Provide the number of subgrantee programs that provided the following educational support services with McKinney-Vento funds.

Services and Activities Provided by the McKinney-Vento subgrant program	Number of your State's subgrantees that offer these services
Tutoring or other instructional support	240
Expedited evaluations	4
Staff professional development and awareness	10
Referrals for medical, dental, and other health services	1
Transportation	2
Early childhood programs	0
Assistance with participation in school programs	1
Before-, after-school, mentoring, summer programs	9
Obtaining or transferring records necessary for enrollment	4
Parent education related to rights and resources for children	0
Coordination between schools and agencies	7
Counseling	1
Addressing needs related to domestic violence	5
Clothing to meet a school requirement	10
School supplies	10
Referral to other programs and services	14
Emergency assistance related to school attendance	1
Other (optional)	0

Comments:

1.9.2.7 Barriers To The Education Of Homeless Children And Youth

Provide the number of subgrantees that reported the following barriers to the enrollment and success of homeless children and youth during the 2005-2006 school year.

Barriers	List number of subgrantees reporting each barrier
Eligibility for homeless services	0
School selection	0
Transportation	0
School records	0
Immunizations or other medical records	0
Other enrollment issues	1

Comments:

1.9.2.8 Additional Barriers (Optional)

Note any other barriers not listed above that were frequently reported:

List other barriers	List number of subgrantees reporting each barrier
0	0
0	0
0	0

Comments:

1.9.2.9 Academic Progress of Homeless Students

In order to ensure that homeless children and youth have access to education and other services needed to meet the State's challenging academic standards:

a) Check the grade levels in which your State administered a statewide assessment in reading or mathematics; b) note the number of homeless children and youth served by subgrants in 2005-2006 that were included in statewide assessments in reading or mathematics; and c) note the number of homeless children and youth that met or exceeded the State's proficiency level or standard on the reading or mathematics assessment.

Reading Assessment:

School Grade Levels *	a) Reading assessment by grade level (check boxes where appropriate; indicate "DNA" if assessment is required and data is not available for reporting; indicate "N/A" for grade not assessed by State)	b) Number of homeless children/youth taking reading assessment test.	c) Number of homeless children/youth that met or exceeded state proficiency.
Grade 3	Yes	898	461
Grade 4	Yes	941	408
Grade 5	Yes	938	395
Grade 6	Yes	824	257
Grade 7	Yes	858	232
Grade 8	Yes	702	205
Grade 9	N/A	0	0
Grade 10	N/A	0	0
Grade 11	Yes	800	344
Grade 12	N/A	0	0

Comments: Grade 9 N/A

Grade 10 N/A

Grade 12 N/A

Mathematics Assessment:

School Grade Levels *	a) Mathematics assessment by grade level (check boxes where appropriate; indicate "DNA" if assessment is required and data is not available for reporting; indicate "N/A" for grade not assessed by State)	b) Number of homeless children/youth taking mathematics assessment test.	c) Number of homeless children/youth that met or exceeded state proficiency.
Grade 3	Yes	897	630
Grade 4	Yes	938	522
Grade 5	Yes	937	447
Grade 6	Yes	824	324
Grade 7	Yes	851	205
Grade 8	Yes	704	246
Grade 9	N/A	0	0
Grade 10	N/A	0	0
Grade 11	Yes	801	276
Grade 12	N/A	0	0

Comments: Grade 9 N/A

Grade 10 N/A

Grade 12 N/A

* Note: State assessments in grades 3-8 and one year of high school are NCLB requirements. However, States may assess students in other grades as well.